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TITLE	Secrets for Survival: The Training Program for Teachers of the Severely/Profcundly Handicapped (S/PH). Description of Teacher Inservice Education Materials.
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ABSTRACT

As a description of a "survival kit" for teachers confronted with the instruction of severely/profcundly handicapped children, complete information with regard to purposes of the kit, printed and audiovisual contents, scope and sequencing of topics for the six training modules, and activities and resources involved in the use of the kit is provided. Materials designed for the evaluation of teacher inservice learning are mentioned. Ordering information, a brief history of the kit's development, and a describer critique are included. (LH)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: SECRETS FOR SURVIVAL: The Training Program for Teachers of the Severely/Profoundly Handicapped (S/PH)

Publication Date(s): 1977

Intended Users: Prospective teachers of severely/profoundly handicapped children

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Grade Level(s): All

Number: Group

Primary Focus: This is a "survival kit" for teachers who feel unprepared to teach severely/profoundly handicapped children. The program identifies several competencies essential to teaching S/PH children and focuses on the related knowledge and skills.

School subject(s) and/or inservice topic(s) covered:

The competencies identified as critical to effective teaching of severely/profoundly handicapped children are too numerous to list here. All competencies were reviewed, evaluated and ranked by teachers, teacher trainers, supervisors and medical personnel.

What participant does in using the materials:

The program is modular in design, and each module may be used independently of the others. Total training time required is about sixty hours. "The program is problem - centered and involves participants in large groups, small group and individual activities."

Resources:

The program is a multimedia package designed to be used "developer-free." It includes a Leader's Manual, a Participant Manual, a Book of Resources, five commercial booklets, manipulative materials and several media components.

Describer critique:

The program is impressive, not only in size but in ambition. It succeeds in presenting a thorough, intense, enlightening training design by which teachers may obtain the knowledge and skills they need to work with severely and profoundly handicapped children.

SP 014558

SE 48 (SE) Severely/profoundly handicapped, (CM)Behavior Modification (SE) Diagnosis, (SE) IEP TB

1.0 PURPOSES:

Rationale

Stating its own rationale the program introduction notes that "until recently, popular opinion had it that severely and profoundly handicapped children could not learn. Now we know differently and the legal responsibility of the public schools to provide a free, appropriate education for all handicapped children, including the severely and profoundly handicapped, has been recognized." In this light, the program intends to instruct teachers in the knowledge and skills they need to work with S/PH children.

Goals and Objectives

The program goals and objectives relate to specific, identified competencies considered crucial to effective teaching of S/PH children. These competencies are listed in detail at the beginning of the Leader's Manual. Each module in the program has its own specific learning objectives related to the target competencies. Objectives for Module I: The Rationale for Serving S/PH Children in the Public Schools, are listed below as an example.

Module I: Objective

1. Participants will demonstrate an awareness of the type of individuals who are considered to be severely and profoundly handicapped.
2. Participants will demonstrate an understanding that all individuals, including the severely and profoundly handicapped, have the ability to learn.
3. Participants will demonstrate an understanding that severely and profoundly handicapped individuals have the legal right of access to a free. appropriate public education.

2.0 CONTENT — Scope and Sequencing of Topics:

SECRETS FOR SURVIVAL: The Training Program for Teachers of the Severely/Profoundly Handicapped, consists of six modules:

Module I Rationale for Servicing SPH Children in the Public Schools

Module II Instructional Arrangements for SPH Children

Module III An Introduction to Assessing SPH Children

Module IV Curriculum and Educational Planning

Module V An Introduction to Behavior Modification

Module VI Managing Medical Problems

The components of the program include:

- Leader's Manual, 335 pp.
- Participant's Manual, 201 pp.
- Book of Resources 1, 380 pp., and Book of Resources 2, 237 pp.
- 6 Filmstrips with audio tapes
  1) "Introducing PL 94-142
  2) "Instructional Arrangements"
  3) "Assessment"
  4) "Individual Educational Programming Cycle"
  5) "Curriculum and Educational Planning"
  6) "Behavior Modification"
- One slide/tape: "Children, Children, Who's Got the Children"
- One 16mm film: "Managing Medical Problems in the Classroom"
- One audiotape: "Vignettes 1-4"
- Ten transparencies
- Manipulative materials
- Five curricula:
  1) Training the Retarded at Home or in School, Balthayar
  2) Toilet Training the Retarded, Foxx and Azrin
  3) The Teaching Research Curriculum for Moderately and Severely Handicapped, Fredericks, et al.
  4) Eating With A Spoon, Bowman, et al.
  5) A Step-By-Step Learning Guide for Retarded Infants and Children, Johnson and Werner

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Each module in the program has specific activities related to the module's objectives. The Leader's Manual provides a sequence of activities chart at the beginning of each modular section. This names the activity, the materials needed, equipment needed and estimated time for the workshop. In large groups, smaller groups and individually, participants complete the activities as outlined.

3.2 Help given in use of product:

The comprehensive Leader's Manual gives detailed "Instructions to the Leader" for every step in each module.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Tests, problems and assignments are included among the program activities. These, and any required answer keys are printed in the Participant's Manual.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Equipment needed for program implementation includes a 16 mm film projector, a filmstrip projector, a cassette tape player, 2 slide projectors, an overhead projector, a screen and a viewing room. A leader, and perhaps a leader's assistant, are needed to make logistic arrangements and to present the program. Total program time is approx. 60 hrs.

5.2 Distributor name/address:

Instructional Services
Education Service Center, Region XIII
7703 North Lamar Blvd.
Austin, Texas 78752

(512) 458-9131 Attn.: Donroy Hafner

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
SECRETS FOR SURVIVAL	$330.00*	-	1	yes
Additional copies of Book of Resources 1 and 2	7.50 each			

* does not include shipping

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The program was developed and written by Helen P. Almanza and Phyllis Winford Lee, both consultants in Instructional Services at the Education Service Center, Region VIII. Many other consultants are credited with contributions, notably Eloise Jones, Ed. D., who designed the competencies. Joe Parks, Ed. D. was Executive Director of the project; Donray Hafner was Director, Instructional Services; Ben Wallace, Ph.D. was Coordinator, Special Education.

6.2 How developed and when:

The program was "produced by Education Service Center XIII on contract with the Texas Education Agency through a grant from the USOE, Bureau of Education for the Handicapped." The program was developed in three stages: competencies were identified and activities designed; 2) the material was field-tested; 3) the material was developed into a multimedia training program.

6.3 Evidence of effectiveness with users:

Field-testing was an integral part of the program's development. "Thirty prospective teachers of severely/profoundly handicapped students were trained from July 19 to August 6, 1976 using the field-test version of the materials." After field-testing and revision,the program content was developed into a packaged training program.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Due to the program's size and range, it cannot be considered highly adaptable to a variety of learning settings. Equipment and organizational needs are considerable. The modular design of the program does, however, make it possible to adapt the program to a somewhat individualized design, because modules can be used independently of one another. The technical quality of the print materials is very good, but the reviewer found the media components only fair. Generally, the filmstrips move slowly.

Content accuracy/social fairness/community acceptance issues:

Social fairness is in fact the point of this training package. Emphasis is placed on viewer attitude modification. Due to the controversy over Public Law 94-142 and its provisions, acceptance of the program among participants will probably not be uniform.

Overall summary/comment:

The strengths of this program include: its thoroughness; its attempt to provide all resources considered vital to proper training of prospective teachers of S/PH children; its frank, down-to-earth approach to an exceedingly difficult inservice training problem. The program's drawbacks spring, perhaps, from its ambitions: it is cumbersome; requires much preparation of materials and equipment; demands considerable time from both leaders and participants.

TR - 6/79